
AP[®] Spanish Literature and Culture

Sample Student Responses and Scoring Commentary

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Free Response Question 4

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Question 4: Essay – Text Comparison

10 points

General Scoring Note

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

Scoring Criteria: Content				
1	2	3	4	5
The essay is inaccurate and insufficient; there is no attempt to analyze the literary devices or compare the texts; irrelevant comments predominate. • May identify some rhetorical, stylistic, or structural features in one or both texts, but does not explain their relevance to the theme. • Demonstrates lack of understanding of the theme. • Does not state a purpose, show evidence of organization, or offer a progression of ideas.	The essay shows little ability to analyze the literary devices or compare the texts; summary and paraphrasing predominate. • May identify some rhetorical, stylistic, or structural features in one or both texts, but may not explain their relevance to the theme. • Describes the presence of the theme in one text, but the description of the theme in the other text is weak. • May not clearly state a purpose or be organized around a central idea or argument; progression of ideas may not be logical.	The essay attempts to analyze the literary devices and compare the theme in the texts; however, description and narration outweigh analysis. • Describes some rhetorical, stylistic, or structural features in both texts and attempts to explain their relevance to the theme. • Describes the presence of the theme in both texts. • Includes a statement of purpose, evidence of organization (a stated topic, an introduction, a conclusion), and a logical progression of ideas.	The essay analyzes the literary devices and compares the theme in the texts; description and narration are present but do not outweigh analysis. • Discusses rhetorical, stylistic, or structural features in both texts in relation to the development of the theme. • Explains and compares the presence of the theme in the texts. • Includes an explicit statement of purpose (thesis), a coherent structure, and a logical progression of ideas.	The essay clearly analyzes the literary devices and compares the theme in the texts. • Effectively analyzes rhetorical, stylistic, or structural features in both texts in relation to the development of the theme. • Analyzes the development of the theme in both texts to support comparative analysis. • Includes an explicit statement of purpose (thesis), a coherent structure, and a cohesive and logical progression of ideas in a well-developed essay.

• May consist entirely of plot summary without examples relevant to the theme.	• Presents main points and some details, describes basic elements of texts, but may do so without examples or supporting an argument.	• Elaborates on main points and supports observations with examples; however, the examples may not always be clear and relevant.	• Supports analysis with appropriate textual examples.	• Supports analysis by integrating specific, well-chosen textual examples throughout the essay.
• Contains frequent errors of interpretation that significantly detract from the overall quality of the essay.	• Contains some errors of interpretation that occasionally detract from the overall quality of the essay. See note A	• Contains some errors of interpretation, but errors do not detract from the overall quality of the essay. See notes B, C, D		

0 (zero) The response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task.

An essay that merely restates part or all of the prompt and/or stimuli receives a score of 0. An essay that receives a 0 in content must also receive a 0 in language.

NR (No Response) – Page is blank.

An essay that receives a NR in content must also receive a NR in language.

Decision Rules and Scoring Notes

- A.** An essay that treats only one text cannot earn a score higher than 2.
 - B.** If the essay has a significantly unbalanced focus on one of the texts, the analysis must be good to merit a 3.
 - C.** If the essay does not include literary devices, the comparison of the theme in the texts must be good to merit a 3.
 - D.** If the essay suggests a lack of understanding of the theme, the analysis of literary devices in both texts must be good to merit a 3.
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Scoring Criteria: Language				
1	2	3	4	5
Language usage is inappropriate to the task, inaccurate, or insufficient; the student's use of language impedes the reader's understanding of the response. • Vocabulary is insufficient or inappropriate to the text(s) being discussed; errors render comprehension difficult. • Control of grammatical and syntactic structures is inadequate; errors in verb forms, word order, or word formation are nearly constant and impede comprehension frequently.	Language usage is sometimes inappropriate to the task and generally inaccurate; the student's use of language requires the reader to make inferences to understand the response. • Vocabulary may be inappropriate to the text(s) being discussed and forces the reader to supply inferences. • Control of grammatical and syntactic structures is weak; errors in verb forms, word order, or word formation are numerous and serious enough to impede comprehension at times.	Language usage is appropriate to the task and sometimes accurate; although the student's use of language is somewhat limited, it supports the reader's understanding of the response. • Vocabulary is appropriate to the text(s) being discussed but may limit the student's ability to present some relevant ideas. • Control of grammatical and syntactic structures is adequate; errors in the use of verb tenses and moods may be frequent but do not detract from overall understanding; word order and formation are sometimes accurate.	Language usage is appropriate to the task and generally accurate; the student's use of language is clear in spite of occasional errors that do not affect the reader's understanding of the response. • Vocabulary is appropriate to the text(s) being discussed and presents main ideas and some supporting details. • Control of grammatical and syntactic structures is good; occasional errors in the use of verb tenses and moods do not detract from understanding; word order and formation are generally accurate.	Language usage is appropriate to the task, mostly accurate, and varied; the student's use of language is clear and supports the reader's understanding of the response. • Vocabulary is varied and appropriate to the text(s) being discussed, presents main ideas and supporting details, and communicates some nuances of meaning. • Control of grammatical and syntactic structures is very good; use of verb tenses and moods as well as word order and formation are mostly accurate; use of cohesive devices and transitional elements or both is appropriate to guide understanding.

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|---|---|--|--|--|
| • Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are inaccurate; errors are nearly constant and impede comprehension frequently; there may be little or no evidence of paragraphing. | • Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are generally inaccurate; errors are numerous and serious enough to impede comprehension at times; paragraphing may not show grouping of ideas. | • Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are sometimes accurate; numerous errors do not detract from overall understanding; paragraphing shows grouping of ideas. | • Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are generally accurate; occasional errors do not detract from understanding; paragraphing shows grouping and progression of ideas. | • Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are mostly accurate; paragraphing shows grouping and progression of ideas. |
|---|---|--|--|--|

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Question 1

Question 2

Question 3

Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

Tanto "Rima LIII" de Gustavo Adolfo Bécquer como "~~Int~~ Introducción [a El estro]" por José Selgas y Carrasco desarrollan el tema de desilusión por medio de recursos literarios como anáfora, hipérbatos, y símil. ~~El~~ El tema principal de ambos poemas es el amor, o más bien un romance ya terminado. Ese amor perdido es el fruto de la desilusión de las voz poéticas en ambos poemas.

Por ejemplo, Bécquer usa la anáfora para establecer una estructura donde una estrofa describe un aspecto del romance pasado y ^{en} la siguiente estrofa ~~te~~ la ~~recuerda~~ voz poética ~~se~~ te recuerda a su amante que nunca volverán a tener lo que tenían. De forma parecida, la anáfora en la obra de ~~Bécquer~~ Selgas ^{la} usa para describir los aspectos positivos ~~de~~ y de alegría de la relación ^{amorosa} ~~en~~ amor. Sin embargo, como la voz poética de Bécquer, la voz poética de Selgas pierde el amor y su angustia y desilusión contrasta esa alegría que fue ~~trans~~ transmitida por los versos ~~mirados~~ con anáfora.

Adicionalmente, Bécquer y Selgas emplean el uso de lenguaje figurativo. En el verso 15, Bécquer habla de gotas de agua sobre flores y las describe como "lágrimas del día" de una manera agridulce. La voz poética ~~expresa~~ transmite un tono nostálgico pero también expresa sentimientos de tristeza y dolor

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Begin your response to each question at the top of a new page. Do not skip lines.

a través del símil. Así mismo, Selgas en el verso 10 habla de sus ilusiones describiéndolas como "la luz en las estrellas". ~~Así~~ Esto transmite sentimientos alegres y de ilusión pero este tono se pierde instantáneamente cuando la voz poética explícitamente menciona que perdió esa luz, y, por extensión sus ilusiones. Por lo tanto, ambas voz poéticas expresan ~~sentimiento~~ ^{sufrimiento} y desilusión a través de símil.

Sin embargo, Bécquer también emplea el uso de hipérbaton un poco, como en el verso 2, amplificando el tema de desilusión. El desorden de las palabras es semejante al desorden de sentimientos de la voz poética ya que ~~se~~ transmite emociones positivas al recordar sobre su relación romántica y emociones de tristeza y desilusión al ~~ver~~ decir que el amor y la relación ya no volverá a existir. Selgas usa el hipérbaton con el mismo propósito, como en los versos 2 y 15, ya que ^{su} voz poética también refleja sobre cuando tenía el amor y como se siente ~~era~~ ahora que la perdió. ^{Más, esa} Esa pérdida de amor es la pérdida de ilusiones para ~~la~~ las voz poéticas.

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Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

En el poema uno, compara su deseo de amar a aves. Estas aves que solo dan esperanzas y se marchan. Un recurso literario que note mucho fue el eplisis ~~y~~ que da a entender conexiones entre el amor y acciones que son lo contrario a los pensamientos. Las metáforas y sus usos dan a entender al lector la similitud del pensamiento amar. Mientras tanto en el poema 2 habla acerca de la disilusión en una manera más directa. Ejemplo de poema uno, "volverán del amor en tus oídos las palabras ardientes a sonar; tu corazón de su profundo sueño tal vez despertará. Pero mudo y absorto y de rodillas se adorna a Dios ante su altar, como yo te he querido...; desengañate, ~~y~~ así... no te querrán!" Esta forma en el poema uno es más insinuando un pensamiento que se contradice. Esto causa un efecto de confusión de parte del personaje y el lector lo percibe como disilusión. En el poema dos, "¿Donde el brillante sol, el claro día, la blanda noche y la modesta luna, y donde están mi amor y mi alegría? Este verso nos da la impresión de disilusión en una manera diferente ya que usa la metáfora y eplisis en una manera que da a entender de un deseo pero que nunca pasará. compara las cosas para crear más claridad. En conclusión Ambos poemas usan recursos literarios en maneras diferentes pero expresan lo mismo. Es impactante saber que poema uno y dos tienen el mismo tema pero la expresión son diferentes porque usan los recursos literarios de manera diferente. Estos poemas expresan tanto

Question 1



Question 2



Question 3



Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

que los recursos literarios dan tanto apoyo.

Sample 4C 1 of 1

Question 1

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Begin your response to each question at the top of a new page. Do not skip lines.

Un gran diferencia en estos dos cuentos/poemas son que ocurren en dos different épocas. Son de similares épocas pero no exacto. Las dos poemas son claramente diferente y hablan de dos diferentes temas. Rima LIII habla de gnomes en balcones. Otra cosa que ocurre también es que repite mucho "No volveré". No es tan claro por que lo repite pero también no es claro por que repite "No volveré".

Question 4

Note: Student samples are quoted verbatim and may contain spelling and grammatical errors.

Overview

Text Comparison is a question that requires that students write a coherent and well-organized essay comparing two thematically related literary texts (or fragments of texts), one on the reading list and one new, not on the required reading list. Students are asked to analyze the effect of the literary devices employed by the authors to develop a particular theme. The analysis should be comparative in nature and should be supported by specific examples from both texts. In this year's exam, the two texts were poems, "*Rima LIII*" by Gustavo Adolfo Bécquer (1871) (on the required list) and "*Introducción [a El estío]*" by José Selgas y Carrasco (1882) (not on the list). Students were asked to analyze the effect of literary devices used by both authors to develop the theme of disillusion (*la desilusión*) and to compare the presentation of the theme in the two poems, including relevant examples from the poems. The students were asked to write their essays in Spanish to demonstrate their proficiency in Presentational Writing in the target language in support of literary analysis.

Sample: 4A

Content Score: 5

The essay effectively analyzes the literary devices and compares the theme of *la desilusión* in both poems ("*Ese amor perdido es el fruto de la desilusión de las voz poéticas en ambos poemas*"). It offers clear and cogent analysis of rhetorical, stylistic, and structural features in relation to the development of the theme ("*Bécquer usa la anáfora para establecer una estructura ... una estrofa describe un aspecto*"; "*la anáfora en la obra de Selgas se usa para describir los aspectos positivos y de alegría de la relación amorosa*"; "*ambas voz poéticas expresan sufrimiento y desilusión a través de símil*"; "*Bécquer también emplea el uso de hipérbaton ... El desorden de las palabras es semejante al desorden de sentimientos de la voz poética*"). The essay analyzes the development of the theme in both texts to support comparative analysis ("*como la voz poética de Bequer ... Selgas pierde el amor y su angustia y desilusión contrasta esa alegría ... transmitida por los versos con anáfora*"; "*Becquer habla de gotas de agua sobre flores ... de una manera agri dulce ... Así mismo, Selgas ... habla de sus ilusiones describiéndolas como 'la luz en las estrellas'*"). This well-developed essay includes an explicit statement of purpose (thesis); ("*Ese amor perdido es el fruto de la desilusión de las voz poéticas en ambos poemas*"), a coherent structure, and a cohesive and logical progression of ideas. The essay supports analysis by integrating specific and well-chosen textual examples that insightfully address how both poems develop the theme ("*Becquer y Selgas emplean el uso de lenguaje figurativo. En el verso 15, Becquer habla de gotas de agua sobre flores y las describe como 'lagrimas del día'*"; "*Selgas ... habla de sus ilusiones ... como 'la luz en las estrellas'*"; "*la voz poética explícitamente menciona que perdió esa luz, y por extensión sus ilusiones*"; "*Selgas usa el hipérbaton con el mismo propósito, como en los versos 2 y 15*").

Language Score: 5

The essay demonstrates language usage that is appropriate to the task, generally accurate, and varied; the reader's understanding of the response is clear and supported by the student's use of language. The vocabulary is varied and appropriate to the texts being discussed ("*su angustia y desilusión contrasta*"; "*el uso de lenguaje figurativo*"; "*transmite un tono nostálgico*"); it presents main ideas and supporting details and communicates some nuances of meaning ("*Becquer habla de gotas de agua sobre flores y las describe de una manera agri dulce*"). The control of grammatical and syntactic structures is very good ("*habla de las desilusiones describiéndolas como*"), despite occasional errors of agreement ("*relación romántico*"; "*el amor y la relación ya no volverá*"); use of verb tenses and mood is accurate ("*la voz poética le recuerda a su amante que nunca volverán a tener lo que tenían*"). Word order and formation are also accurate. The use of cohesive devices and transitional elements is appropriate to guide comprehension ("*Por ejemplo, Béquer usa la anáfora para*"; "*De forma parecida*"; "*Sin embargo, como la voz poética de Bequer, la voz poética de Selgas*"; "*Así mismo*"; "*Por lo tanto*"). Writing conventions are mostly accurate ("*hipérbaton*"; "*símil*"); there are occasional errors in spelling ("*desarollan*"; "*siguente*") and a few misplaced or missing accent marks ("*perdido*"; "*Becquer*"; "*a través*"; "*poética*"). Paragraphing shows grouping and progression of ideas.

Question 4 (continued)

Sample: 4B

Content Score: 3

The essay attempts to analyze the literary devices and compare the theme of disillusionment (*la desilusión*) in both texts; however, description and narration outweigh analysis (*“Un recurso literario que note mucho fue el eplisis que da a entender conexiones entre el amor y acciones que son lo contrario a los pensamientos. Las metáforas y sus usos dan a entender al lector la similitud del pensamiento amar.”*). The essay describes some rhetorical, stylistic, and structural features in both texts and attempts to explain their relevance to the theme (*“Esto causa un efecto de confusión de parte del personaje y el lector lo percibe como desilución”; “usa la metáfora y elipsis en una manera que da a entender de un deseo que nunca pasará”*). The essay describes the presence of the theme in both texts (*“Es impactante saber que poema uno y dos tienen el mismo tema pero la expresión son diferentes porque usan los recursos literarios de manera diferente.”*). Although the response does not include a statement of purpose, there is evidence of organization with a logical progression of ideas and a conclusion (*“En el poema uno, compara su deseo de amar a aves”; “Mientras tanto en el poem 2 habla acerca de la desilución de una manera más directa”; “En conclusión Ambos poemas usan recursos literarios en maneras diferentes pero expresan lo mismo”*). The essay elaborates on main points and supports observations with examples; however, the examples are not always clear or relevant (*“En el poema dos ‘¿Donde el brillante sol ...’ Este verso nos da la impresión de desilución en una manera diferente ya que usa la metáfora y elipsis en una manera que da a entender de un deseo pero que nunca pasará”*). The essay contains some errors of interpretation, but errors do not detract from the overall quality of the essay (*“Ejemplo de poema uno, ‘volverán del amor en tus oídos ...’ Esta forma en el poema uno es más insinuando un pensamiento que se contradice.”*). If the essay had analyzed the literary devices and compared the theme in both texts, included a clear statement of purpose, coherent development of ideas, an effective conclusion, and supported the comparative analysis of the theme with relevant examples, the student would have earned a higher score.

Language Score: 3

Language usage is appropriate to the task and sometimes accurate; although the student’s use of language is somewhat limited, it supports the reader’s understanding of the response. Vocabulary is mostly appropriate to the texts being discussed but may limit the student’s ability to present some relevant ideas (*“compara su deseo de amar a aves”; “un efecto de confusión de parte del personaje y el lector”; “compara las cosas para crear más claridad”*). Control of grammatical and syntactic structures is adequate (*“Las metáforas y sus usos dan a entender al lector la similitud del pensamiento amar”; “Esta forma en el poema uno es más insinuando un pensamiento que se contradice”*). Although the use of verb tenses and moods is generally accurate, there is an error in subject-verb agreement (*“pero la expresión son diferentes.”*). Writing conventions are sometimes accurate; numerous errors in spelling (*“elipsis”; “conexiones”; “similitud”; “efecto”; “percibe”; “desilución”; “recursos”*) and missing accents (*“note”; “metáforas”; “más insinuando”; “confusión”; “impresión”; “pasará”; “conclusión”; “expresión”*) do not detract from overall understanding; although the response consists of a single paragraph, it shows grouping of ideas.

Sample: 4C

Content Score: 1

This essay is inaccurate and insufficient. There is no attempt to analyze the literary devices or compare the texts; irrelevant comments predominate (*“habla de golondrinas en balcones”*). The response may identify some rhetorical, stylistic, or structural features in one text (*“Rima LIII”*), but it does not explain their relevance to the theme (*“repite mucho ‘NO volverán’. No es tan claro por que lo repite”*). It demonstrates lack of understanding of the theme of disillusionment (*“Las dos poemas son claramente diferente ...” “Rima LIII habla de golondrinas en balcones”*). The response does not state a purpose, show evidence of organization, or offer a progression of ideas; rather, it reiterates the same statement throughout (*“repite mucho ‘No volverán’”*). It consists entirely of plot summary of *“Rima LIII”* without examples relevant to the theme (*“habla de golondrinas en balcones. Otra cosa que ocurre también es que repite mucho ‘NO volverán’”*); there is no discussion of the theme and literary devices in

Question 4 (continued)

“Introducción [a *El estío*].” The response contains frequent errors of interpretation that significantly detract from the overall quality of the essay (“*Un gran diferencia en estos dos cuentos/poemas son que ocurren en dos different épocas. Son de simiares épocas pero no excato*”; “*hablan de dos diferentes temas*”). Had the response demonstrated greater understanding of the theme, and had it attempted to compare both texts and analyze the literary devices in the form of an essay, it would have received a higher score.

Language Score: 1

Language usage in this essay is inaccurate, insufficient, and inappropriate to the task, thereby impeding the reader’s understanding of the response. Vocabulary is insufficient to the texts being discussed (“*Un gran diferencia ... son que ocurren en dos different épocas*”; “*son de simiares épocas*”; “*hablan de dos diferentes temas*”; “*habla de golondrinas*”). Control of grammatical and syntactic structures is inadequate (“*Un gran diferencia ... son*”; “*Las dos poemas son claramente diferente*”); errors in verb forms, word order, and word formation are nearly constant and hinder comprehension frequently (“*son de simiares épocas pero no excato*”; “*repite mucho ‘NO volveran.’ No es tan claro por que lo repite pero tambien no es claro por que repite ‘NO volveran’*”). Writing conventions are inaccurate, including errors in spelling (“*diferencia*”; “*occuren*”; “*simiares*”; “*excato*”), misplaced or missing accent marks (“*épocas*”; “*tambien*”; “*volveran*”; “*por que*”), and lack of capitalization (“*son de simiares épocas*”). There is no evidence of paragraphing.